

# *Environmental Challenges & Solutions*

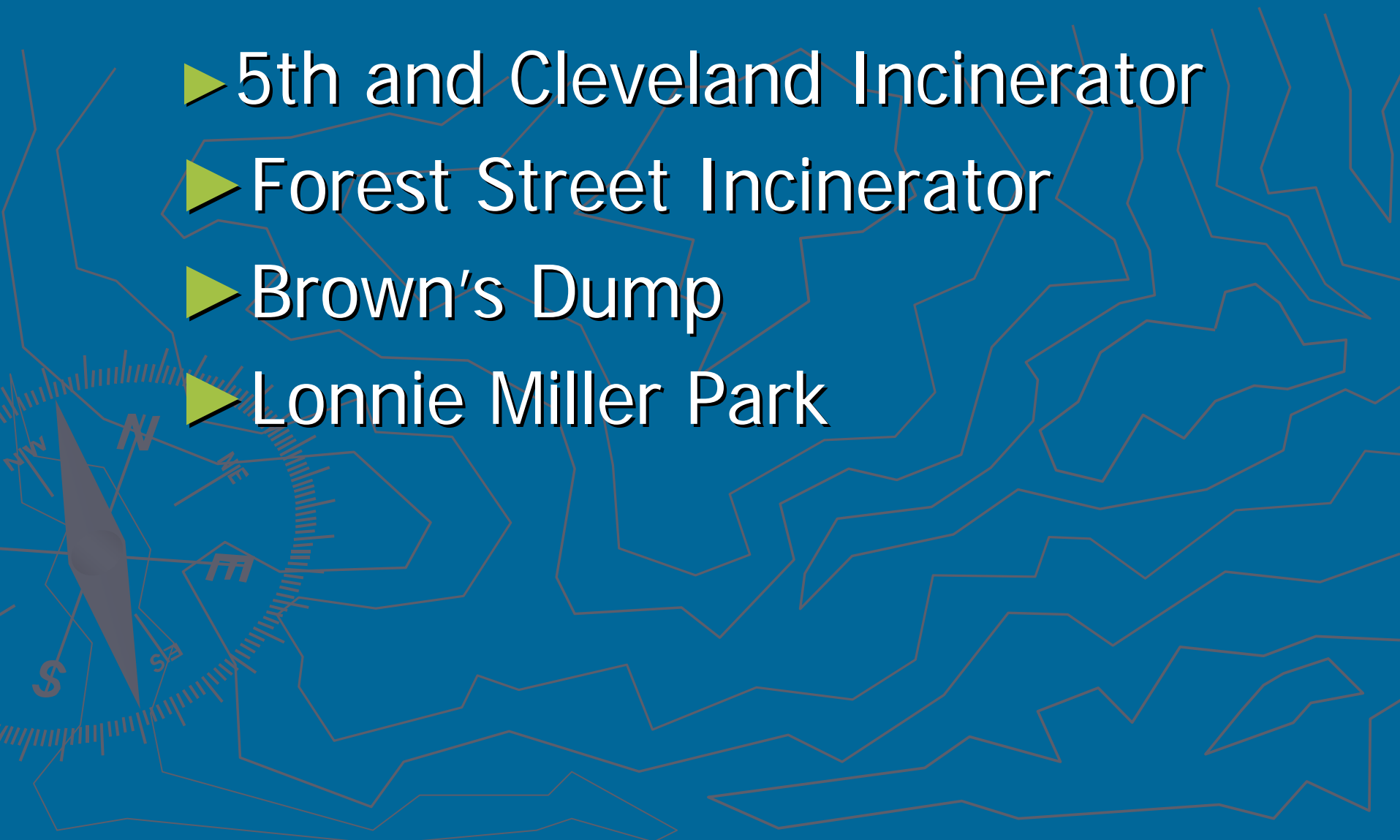
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Environmental Health and Safety  
Duval County Health Department

# History of Ash Disposal Sites

- ▶ 1940's - 1960's the City operated 3 incinerators.
- ▶ The ash from the incinerators was felt to be beneficial to soil.
- ▶ The ash was disposed in many sites around Duval County.
- ▶ The City has identified 8 sites for remediation.

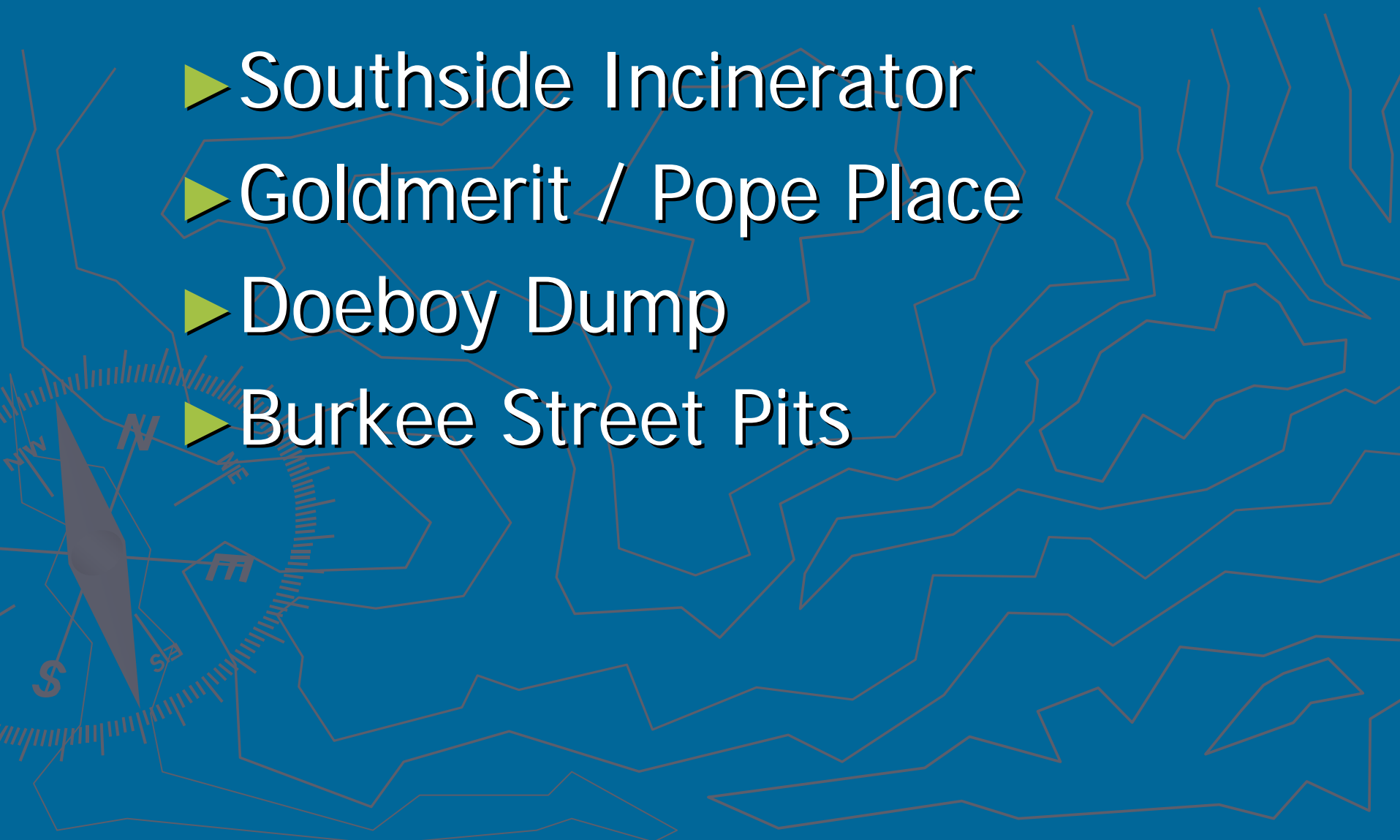
# Ash Waste Sites

- ▶ 5th and Cleveland Incinerator
- ▶ Forest Street Incinerator
- ▶ Brown's Dump
- ▶ Lonnie Miller Park



# Ash Waste Sites

- ▶ Southside Incinerator
- ▶ Goldmerit / Pope Place
- ▶ Doeboy Dump
- ▶ Burkee Street Pits











**WARNING**  
**NO TRESPASSING**  
CONTAMINATED AREA  
AVOID CONTACT WITH  
SOIL & WATER  
**FOR INFORMATION**  
Call **630-ASH7**







LONNIE C. MILLER Sr.



PARK



Dept. of Parks  
Recreation & Entertainment

# Forest Park



**HEAD START**

LIC # 040338

2037 FOREST ST.

# Other Sites

- ▶ 230 other sites around the county
- ▶ Initial site investigation of each site
- ▶ Well water, initial soil screening
- ▶ If significant contamination  $\geq$  EPA
- ▶ If mild to moderate contamination will remediate site as needed
- ▶ If no contamination - no further action

# Groundwater Program Activities

- ▶ Ground Water Program started in 1984 to investigate various contaminated sites
- ▶ Tested almost 17,000 potable wells
- ▶ 1167 wells monitored for changes
- ▶ 265 wells discovered with levels above MCL
- ▶ Water lines extended to 90 streets
- ▶ 40 Filter systems installed



# Lead Program Activities

- ▶ Lead program started in 1995
- ▶ Tested 34,338 btwn 1-1-2000 & 12-31-2006
- ▶ Case Managed 2,602 children
- ▶ Avg. Initial EBLL >30 to EBLL <15
- ▶ Investigated Daycares & Elementary Schools  $\leq$  1/4 mile

# What has been done to date

- ▶ 1997- 1998 EPA environmental site investigation
- ▶ 1999 State of Florida Health risk assessment of Brown's Dump
- ▶ 1999 State of Florida Contracted ATSDR to perform Health risk assessments of the other 3 sites
- ▶ Provided Informational Exchanges
- ▶ Created Environmental Toxicology Program

# What has been done cont.

- ▶ Developed a Citizens Health Advisory Committee
- ▶ City of Jacksonville signed Administrative order.
- ▶ Issued a Health Advisory to prevent fish consumption from Doeboy dump
- ▶ EPA/COJ initiated and completed Remedial Investigation and Feasibility Study
- ▶ CDC Funded Pregnant Women Study
- ▶ CDC/EPA/DCHD Pesticide Exposure study in children

# Citizens Health Advisory Committee



**Back from Left to Right: Antonio Nichols, Dr. Aaron Hilliard, Frank Priestly, Jimmy Orth, Hastings Williams, David Jones**

**Front from Left to Right: Kathryn Kehoe, Jean Downing, Angie Vannatter Diane Kerr, Helen Jackson**

- ▶ The Citizens Health Advisory Committee (CHAC) was formed by the mayor in August of 1999.
- ▶ The CHAC which includes CPAC's, neighborhood groups, NAACP and various academic institutions worked very closely with the health department.
- ▶ The committee participated in providing education to the community as well as increasing community involvement.

# Citizens Health Advisory Committee cont..

- ▶ This was accomplished through community outreaches, information exchanges, and local ministries.
- ▶ The committee provided an invaluable resource for identifying potential concerns in the community.

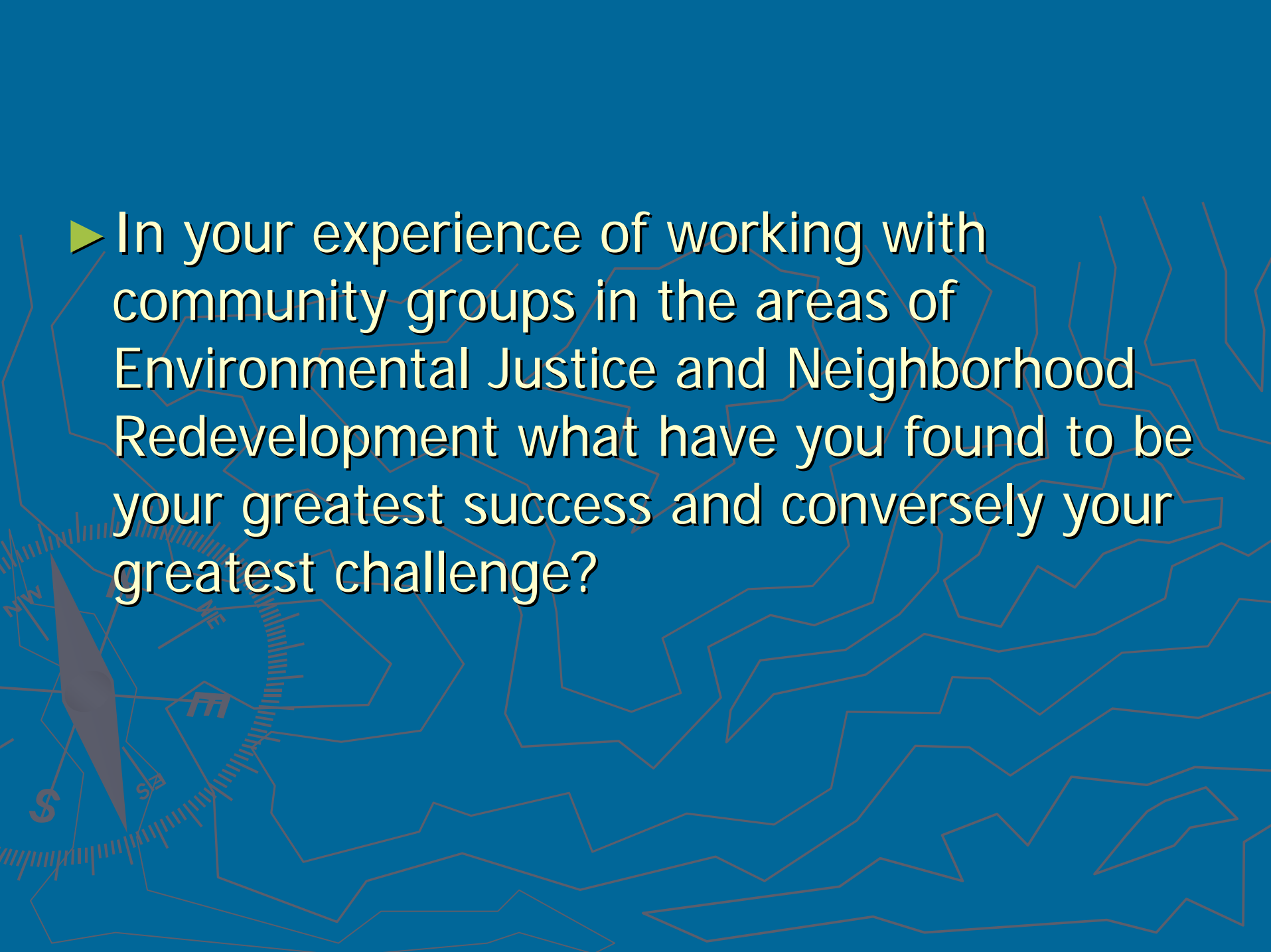


# Current Actions

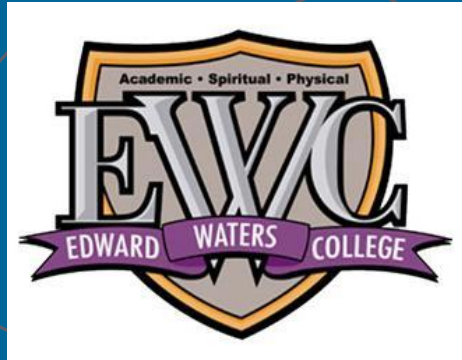
- ▶ Partnering with Fresh Ministries (Faith Based Organization), Edward Waters College, North Riverside Association and the University of North Florida on an Environmental Justice Collaborative Problem solving Grant
- ▶ UNF College of Health Nursing Program
  - Introduce students to community environmental health and outreach.
- ▶ High Schools lectures
  - Allows students to see the real world application of the scientific principals they are currently studying.

# Panel Discussion

- ▶ Angela Alleyne, Ph.D. Edwards Waters College
- ▶ Diane Kerr, North Riverside Community Development Corporation
- ▶ Connie Roush, Ph.D. UNF, College of Health
- ▶ Gale Eubanks, Fresh Ministries
- ▶ Ken Pinnix, City of Jacksonville
- ▶ David Jones, Florida Department of Health

- 
- In your experience of working with community groups in the areas of Environmental Justice and Neighborhood Redevelopment what have you found to be your greatest success and conversely your greatest challenge?

# Greatest success and challenges



**Angela T Alleyne (PhD)**  
**Assistant Professor Biology**  
**Edward Waters College**  
**Jacksonville Florida**



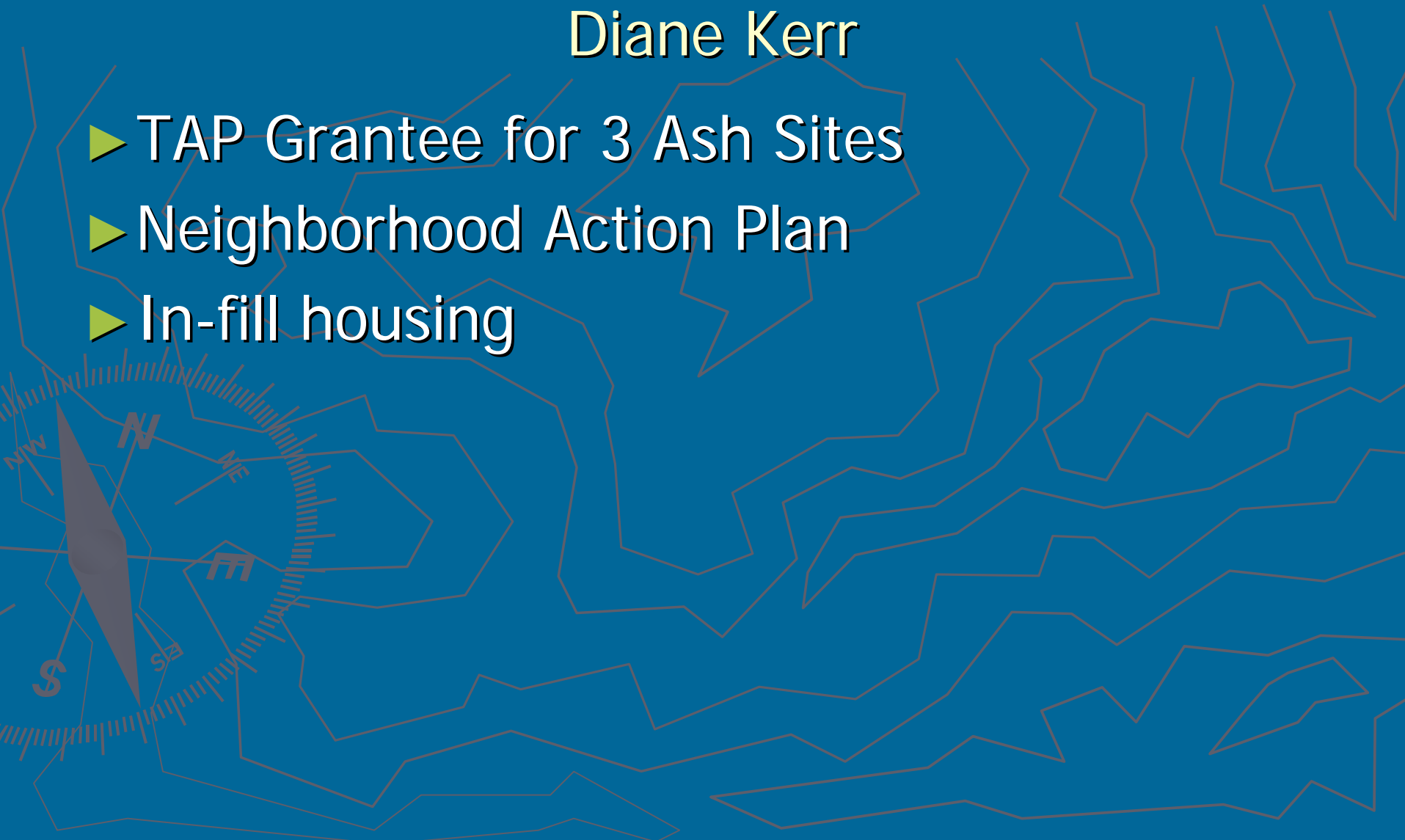
# Research, Education and Community participation





# North Riverside Community Development Corporation Diane Kerr

- ▶ TAP Grantee for 3 Ash Sites
- ▶ Neighborhood Action Plan
- ▶ In-fill housing



# UNF

Connie Roush, Ph.D.

- ▶ A Nurses role as "Advocate"
- ▶ How student nurses can make an impact
- ▶ Community Health impacts their perceptions and expands their understanding of Health Care

# Fresh Ministries

## Gale Eubanks

### ► Success –

- Community understanding the process and committing to the process and the vision for the community.
- Working with all Agencies in the redevelopment of the community.
- Cultural history of East Jacksonville

### ► Challenge –

- Helping community residents to realize they are indeed stakeholders
- Getting local leaders, city official to commit to community with passion for the vision of positive change.
- Resources for the community groups to continue effort for change.

# Redevelopment and Reuse

- ▶ Private Investors
- ▶ EPA
  - Private Investors
  - Assessment Grants
  - Revolving Loan Fund
  - Reimbursable Phase 1 & Phase 2
  - Targeted 128(a) funds
- ▶ Dept of Agriculture
- ▶ Dept of Commerce (NOAA)
- ▶ Dept of Defense

Break, please be back in 15  
minutes!





# Community Meetings

## What we have found to be most effective!



# Community Meetings

## ► How Trust Factors in High Concern Situations

- Caring/Concern 50% (Assessed in first 30 seconds)
- Competence/Experience 15 to 20 %
- Honesty/Openness 15 to 20 %
- Dedication/Commitment 15 to 20 %

# Information Exchange

## ► Meeting types

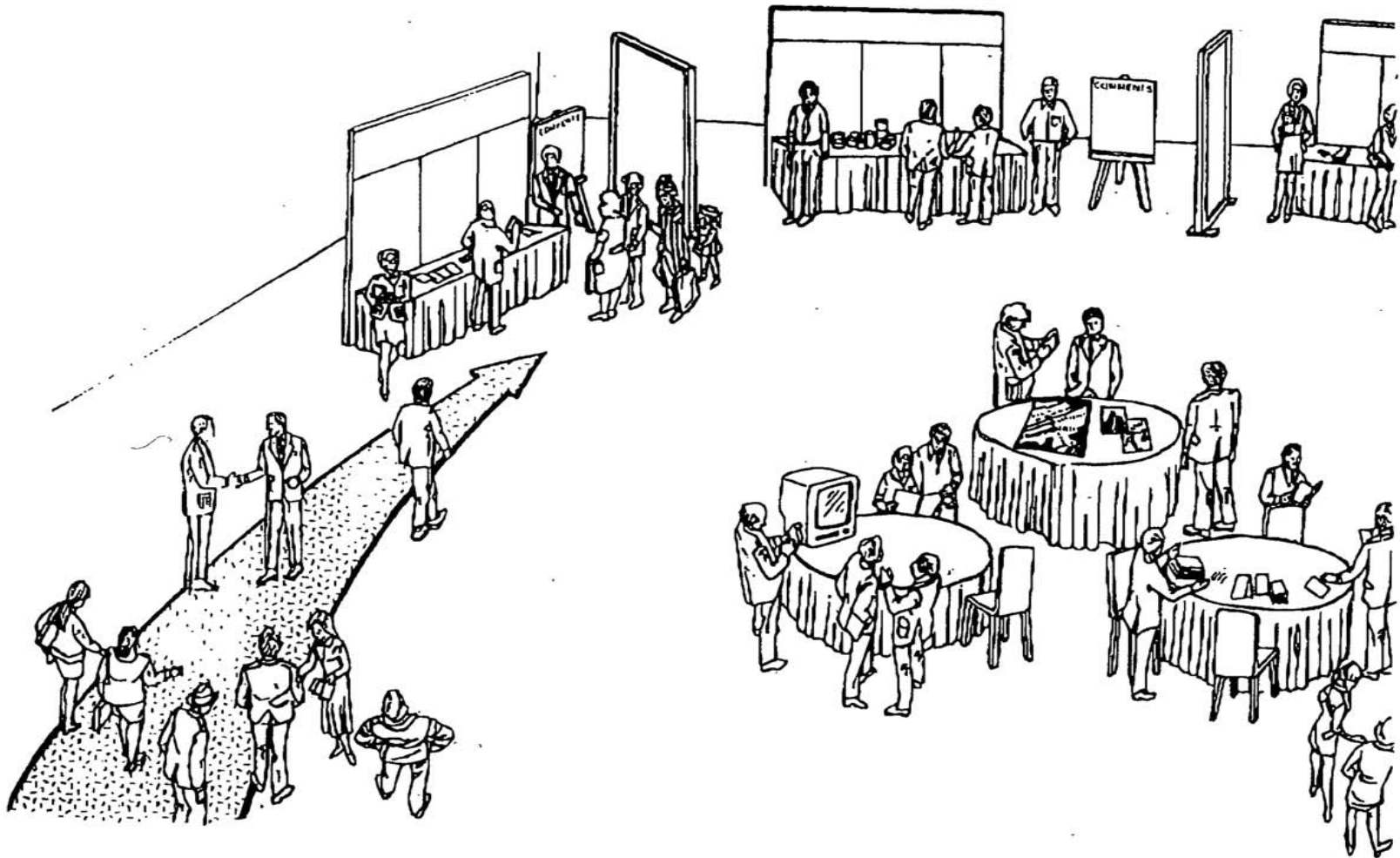
- Town hall
- **Information Exchange**
- International Café
- Etc

## ► Benefits

- Permits expression of diverse viewpoints
- Encourages group dynamics
- Small group discussions are more comfortable
- Creates dialogue

# Public Exhibit and Discussion

(Poster Exhibits / Public Availability Session)



# Community Meetings

- ▶ In the “Environmental Health World”
  - Sensitive or Controversial Issue, High Concern, Low trust = Risk Communication
  - People under “STRESS” process ~ 20% info received
  - Barriers to communication have been created; communicators must be aware
  - Barriers have to be overcome



# Message

## ► Topic; 1,2,3

- Communicate clearly

- Positive conclusion; what it is instead of not
- At least 2 supporting facts; 3<sup>rd</sup> party best
- Future Action; what we will do

- Poster Stations

- Central main point flanked by supporting points
- One message on each panel
- As you go down it gets more detailed
- Technical handouts on adjacent table

# Coleman Evans Video



# Comments on Video

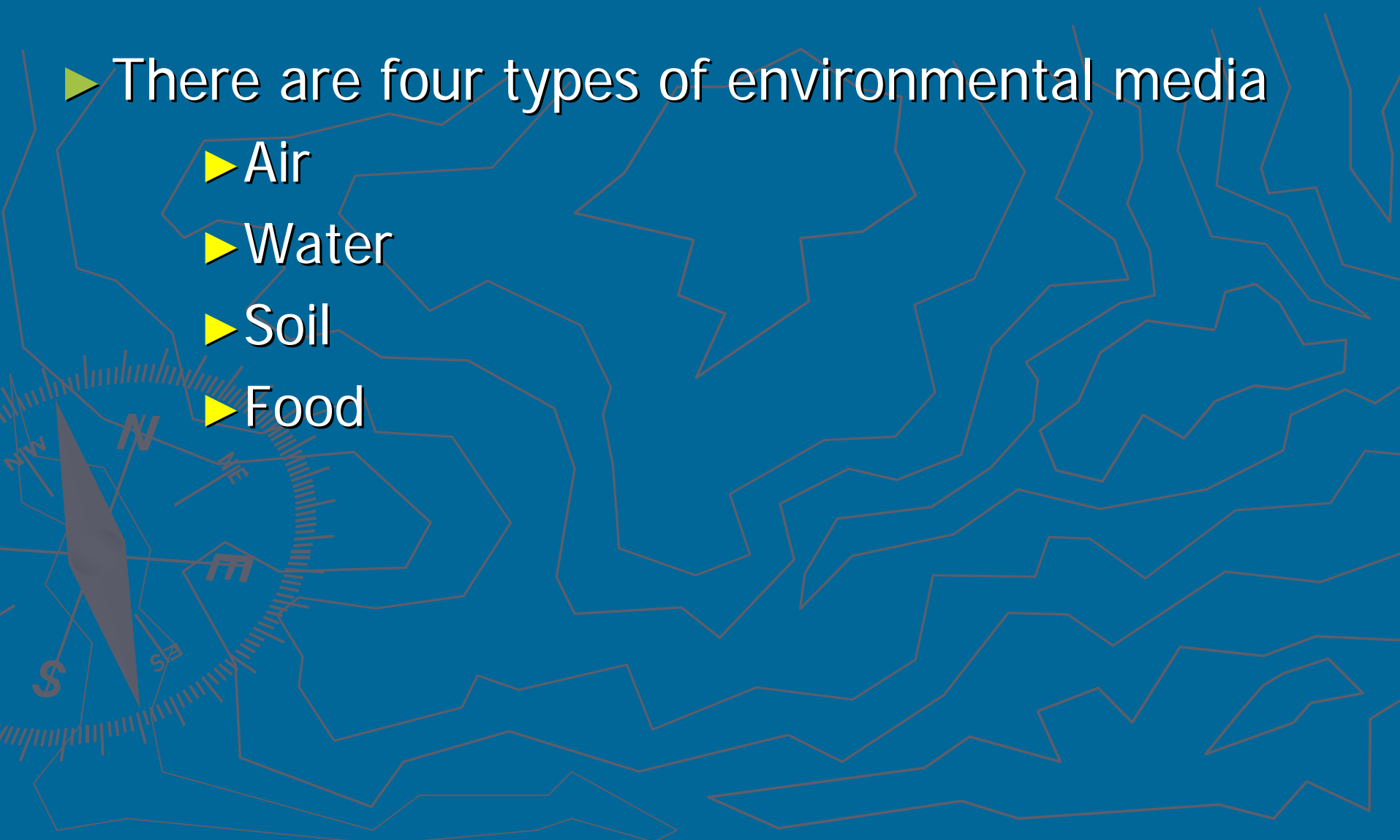


# *What is Environmental Medicine?*

- ▶ Environmental Medicine focuses on the person and the environment.
- ▶ Emphasizes:
  - ▶ Identification
  - ▶ Diagnosis
  - ▶ Treatment
  - ▶ Prevention

# *Environmental Medicine*

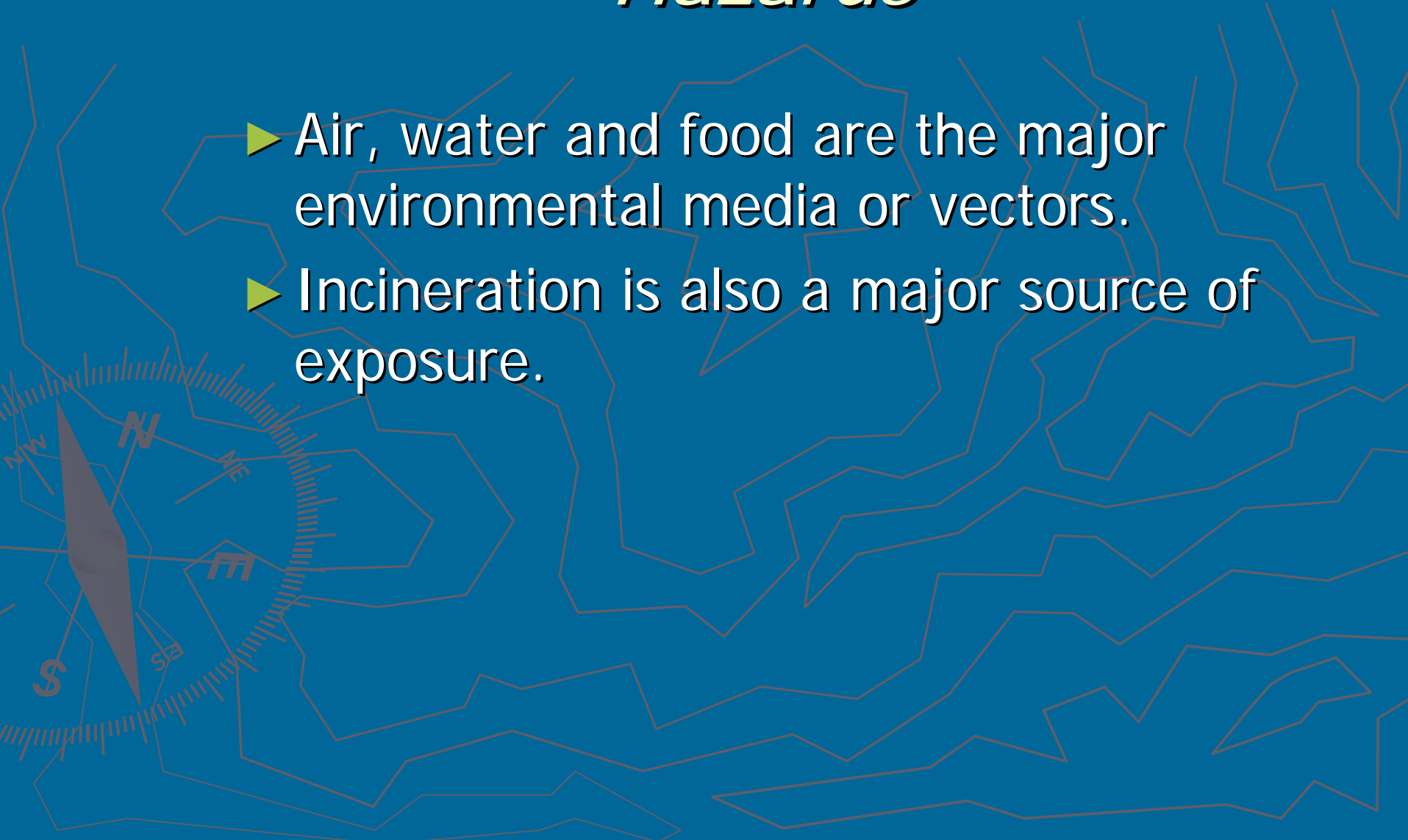
- ▶ There are four types of environmental media
  - ▶ Air
  - ▶ Water
  - ▶ Soil
  - ▶ Food





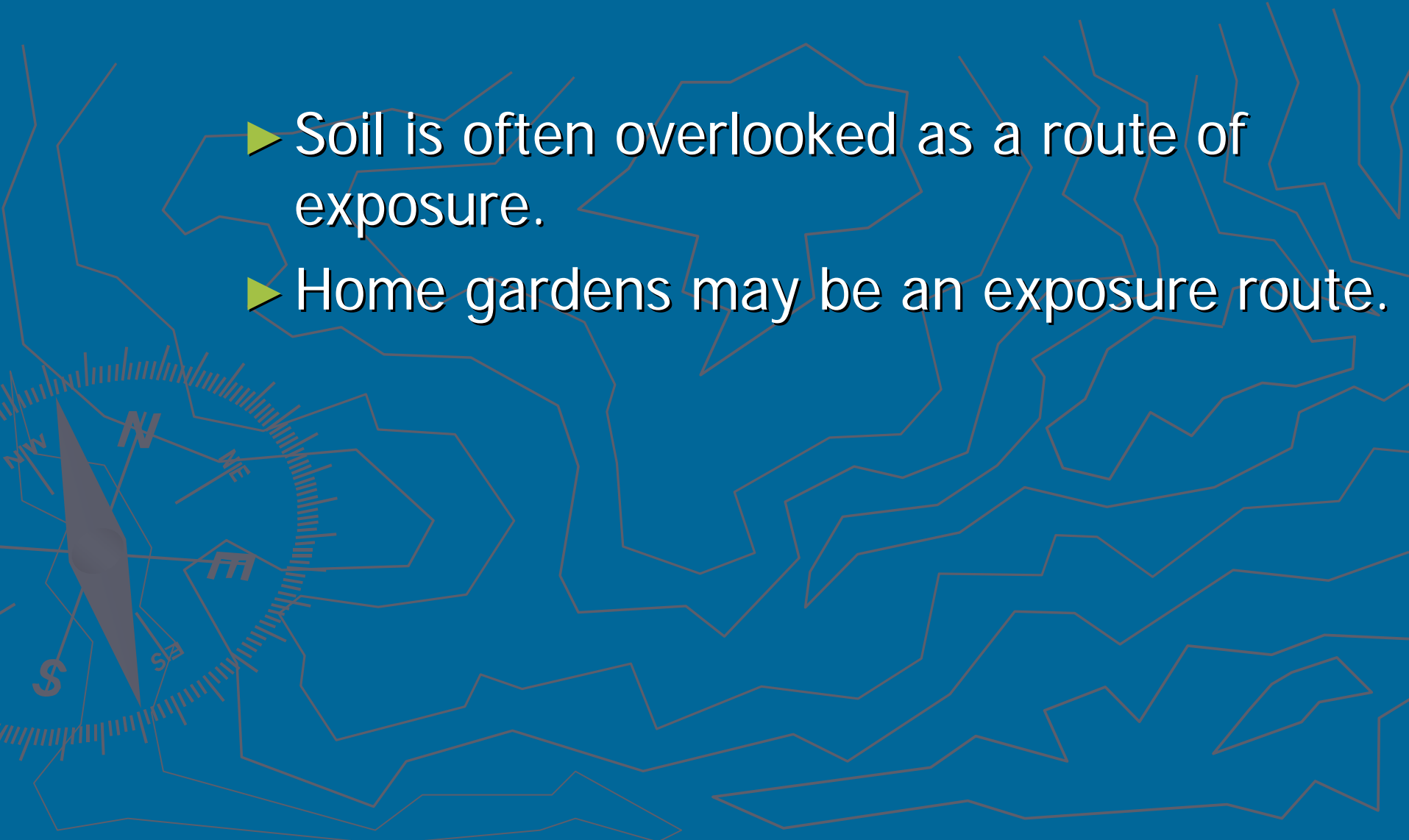
# *The Media of Environmental Hazards*

- ▶ Air, water and food are the major environmental media or vectors.
- ▶ Incineration is also a major source of exposure.



# *The Media of Environmental Hazards*

- ▶ Soil is often overlooked as a route of exposure.
- ▶ Home gardens may be an exposure route.



# *The Discipline of Environmental Medicine*

- ▶ A broad discipline involving:
  - ▶ Understanding the impact of the environment on human health
  - ▶ Eliciting appropriate exposure history
  - ▶ Recognizing exposure-related diseases
  - ▶ Identifying and Accessing resources
  - ▶ Discuss environmental risks to patients
  - ▶ Treating Patients

# *How do chemicals enter the environment?*

- ▶ There are six ways in which hazardous substances can enter the environment.
  - ▶ Direct exposure
  - ▶ Direct discharge
  - ▶ Inadequate landfills
  - ▶ Illegal Dumping
  - ▶ Catastrophic events
  - ▶ Ecological catastrophic events

# *Environmental hazards cont...*

- ▶ The major environmental hazards and their relative importance in various environmental settings.
  - Chemical agents: pesticides, VOC'S, and PCB'S
  - Physical agents: ionizing and nonionizing radiation, vibration, temperature, and noise.
  - Biological agents: infectious and allergic disorders



# *Interaction between hazardous exposures and humans*

- ▶ Four characteristics critical to exposure assessment:
  - Route ( Inhalation, Ingestion, Dermal)
  - Magnitude (Concentration or Dose)
  - Duration ( Minutes, Hours, Days, Lifetime)
  - Frequency (Daily, Weekly, Monthly, Seasonally)

# *Interaction between hazardous exposures and humans cont...*

- ▶ All of the environmental media are possible exposure routes.
- ▶ Humans have access to environmental toxicants by contaminated food, drinking contaminated water, and breathing contaminated air.
- ▶ Hazardous pollutants may also enter the human body through the skin or a combination of these routes.

# *Relationship of magnitude, duration, and frequency*

- ▶ The concept of “dose” in environmental medicine is a function of the amount of the toxicant absorbed and time factors.
- ▶ A toxicant may be present in very low, perhaps minute concentrations, and stimulate biological responses in the host.
- ▶ Even a very small concentration of a highly toxic substance can cause a significant clinical response.

# *Environmental Medicine and Human Health*

- ▶ Environmental medicine plays two major roles in human health.
  - ▶ Provides the diagnosis and treatment of health complaints attributable to the environment.
  - ▶ Contributes to a much broader understanding of the unity of human health and environmental quality.

# *Recognition of Human Hazardous Exposures*

- ▶ The only way to accurately determine to what extent persons come in contact with a specific environmental hazardous pollutant is to actually measure the exposure.
- ▶ There are three ways to accomplish this:
  - Use of micro-environmental samplers
  - Use of personal monitors
  - Use of biologic measurements in human tissue



# *Children's Environmental Health*

- ▶ Environmental health is an ongoing concern within the pediatric clinical practice.
- ▶ Children live in a very different environment today than previous generations.
- ▶ Advancements in information technology have contributed to the discovery and use of thousands of new chemicals.
- ▶ Unlike our pharmaceutical drugs, many of the 70,000 chemicals used in the U.S. have not been tested for safety when exposed to humans.

# *Children's Environmental Health*

- ▶ Developing Organ Systems
  - ▶ Environmental toxicants can cause permanent damage to developing nervous, immune, and respiratory systems.
- ▶ Biological Sensitivity
  - ▶ Children's skin, respiratory and gastrointestinal absorption is greater than adults.

# *Children's Environmental Health*

## ▶ Behavior

- ▶ Hand-to-mouth activity and crawling can increase probability of exposure to toxicants.

## ▶ Diet

- ▶ Children eat more pound for pound than adults. So they will absorb more hazardous residues in food.

# *Environmental Justice*

- ▶ All children are affected by environmental hazards.
- ▶ Pollution and environmental degradation recognize no county, state, regional, or national border.
- ▶ Children living in poverty and children in racial or ethnic communities are at disproportionate risk for exposure to environmental hazards.

# *Environmental Justice*

- ▶ Poverty can compound the adverse effects of exposure to toxicants such as:
  - ▶ Inadequate Housing
  - ▶ Poor Nutrition
  - ▶ Limited access to health care

# *Known Hazards for Children*

- 
- The background of the slide is a dark blue map with light brown contour lines. In the bottom-left corner, there is a compass rose with a dark blue needle pointing towards the top-left. The compass rose has labels for 'N' (North), 'NE' (Northeast), 'SE' (Southeast), and 'SW' (Southwest).
- ▶ Children face many different environmental hazards including:
    - ▶ Radiation
    - ▶ Solvents
    - ▶ Asbestos
    - ▶ Mercury
    - ▶ Arsenic
    - ▶ Sulfur Dioxide and Ozone.



# *Environmental Medicine*

- ▶ Various diseases encountered in environmental medicine are:
  - ▶ Contact Dermatitis
  - ▶ Obstructive Lung Disease
  - ▶ Nephritis
  - ▶ Neuropathy
  - ▶ Various Cancers

# *Outcomes from environmental hazards*

- ▶ Carcinogenicity
- ▶ Heritable genetic & chromosomal mutation
- ▶ Developmental
- ▶ Reproductive
- ▶ Neurotoxicity
- ▶ Benzene, PAH'S
- ▶ Ionizing radiation
- ▶ Lead, Methylmercury
- ▶ Benzo[a]pyrene
- ▶ Organophosphate

# *Known Hazards for Children*

- ▶ They fall into categories such as:
  - ▶ Neurotoxins
  - ▶ Endocrine Disruptors
  - ▶ Carcinogens
  - ▶ Respiratory Irritants and Inflammants.

# *Known Hazards for Children*

- 
- The background of the slide is a blue topographic map with brown contour lines. In the bottom-left corner, there is a compass rose showing cardinal and intercardinal directions (N, NE, E, SE, S, SW, W, NW) and a scale bar with markings for 0, 1, 2, and 3 miles.
- ▶ The following are three selected environmental hazards known to seriously impact children's health.
    - ▶ Lead
    - ▶ Air Pollution
    - ▶ Pesticides

# *Conclusion*

- ▶ Environmental medicine is the clinical arm of environmental health.
- ▶ Involves diagnosis and prevention of illness caused or influenced by external agents in a persons environment.
- ▶ Once an environmental disease has occurred, it's treatment is often within the domain of internal medicine, but it's recognition and prevention is the essence of the environmental health practice.
- ▶ Once a hazard has been recognized, control, and reduction of exposure should follow swiftly.

# *References & Resources*

- ▶ American Academy of Pediatrics, Handbook of Pediatric Environmental Health
- ▶ ATSDR Case Studies in Environmental Medicine
- ▶ U.S. Department of Health and Human Services, Public Health Services Washington, D.C.
- ▶ Environmental Health Perspectives Volume 110, Number 8, August 2002



# *References & Resources*

- ▶ The Institute of Medicine (IOM) 1995 report
- ▶ Environmental Medicine: Investigating a Missing Element into Medical Education, Nursing, Health, and the Environment.
- ▶ Pediatric Environmental Health Units.
- ▶ Environmental Medicine Brooks, Stuart, Gochfeld, Michael, Herzstein, Jessica, Jackson, Richard
- ▶ Dr. Vincent Covello, Center for Risk Communication